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ABSTRACT

Developed by the staff of the Albuquerque Integration Model (Project AIM Outreach), the checklist is intended to help educators make appropriate placements for mild to moderately handicapped preschoolers. The instrument measures the variability in which a child displays a particular skill or behavior and assesses skills that professionals considered important but which were neglected by other instruments. Each item is weighted in terms of importance in progressing well in integrated classes. Field testing with 40 mild to moderately handicapped children from the Albuquerque Special Preschool revealed excellent interrater and interitem reliability. Item analysis showed that each item had very good discriminating power. High content validity was also noted. Advantages are noted for the checklist over some developmental instruments. The checklist is accompanied by a guide for its completion. (CL)

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Criteria for Integrating/Mainstreaming Handicapping Children

(Criteria Checklist)

Report of Research

Guide to Completing the Checklist

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Developed by Project AIM Outreach
Albuquerque Integration Model

EC190228

Report of Research

The Criteria Checklist

When an early intervention program offers a variety of preschool classes to a population of children with varied developmental delays, placement of these children in the most appropriate classes is an important and sometimes difficult task. All too often, the placement decision hinges on developmental tests that have some serious shortcomings. For instance, most developmental tests fail to account for the slow or variable growth rates of some handicapped children. Further, many instruments developed for preschool-aged children lack the necessary reliability and validity studies and/or are intended to be administered by a speech therapist or occupational therapist. The latter shortcoming is particularly problematic for programs that do not have a speech or occupational therapist who is available regularly.

In response to these shortcomings of developmental instruments, the staff at the Albuquerque Special Preschool has been in the process of developing an instrument entitled "Criteria for Integrating/ Mainstreaming Handicapped Children (Criteria Checklist)." The Criteria Checklist measures the variability in which a child displays a particular skill or behavior, and assesses skills that professionals considered important in the classroom placement process which other instruments appeared to neglect. Through a system of weighting each item, the relative importance among skills required to progress well in an integrated class is considered.

Several versions of this instrument have been administered to children at the Preschool over the past several years. Prior to the October/November 1983 developmental testing period, the Criteria Checklist was again revised. The purpose of these revisions was to increase the predictive validity of the Criteria Checklist by including only those items assessing behaviors that are important for successful integration. In addition, it was desirable to maintain the high interrater reliability of the instrument by assuring that professionals understood how to administer and interpret the instrument. During this revision process, some items were rewritten or eliminated, the weighting of items was re-evaluated, the rating scales associated with four items were changed, and a booklet was developed to provide instructions on how to administer the Criteria Checklist, as well as to explain each item on the instrument.

Because of the above revisions in the Criteria Checklist, it was necessary to conduct the appropriate reliability and validity studies on this instrument. This included an assessment of the extent to which different raters (i.e., speech therapist, occupational therapist, and teacher) agreed on the scoring of the instrument (i.e., interrater reliability), the extent to which items on the Criteria Checklist were related (i.e., interitem reliability), the extent to which each item on the instrument discriminates between low and high scorers (i.e., item analysis), and, finally, a measure of the degree to which the instrument allowed accurate inferences about development (i.e., construct validity).

Method

Subjects and classroom placements. Forty mild to moderately handicapped children from the Albuquerque Special Preschool served as subjects. Handicapping conditions included: mental retardation, communicative disorders, motor dysfunctions, neurological or other health impairments, or a combination of these. Placement options consisted of toddler classes for the two to three year olds, and either a traditional special education class or an integrated program for children from three to five years of age.

The toddler class is the only placement option for handicapped children in the two to three year age range. There were 14 children in the toddler classes and their average age was 30.9 months with a standard deviation of 10.2 months. The special education or special needs classes consisted of 14 children whose average age was 48.6 months with a standard deviation of 8.9 months. The integrated settings included two separate classrooms that differed in the ratio of handicapped to nonhandicapped children. One class had a 1:1 ratio of handicapped to nonhandicapped, and the other class had a 1:2 ratio of handicapped to nonhandicapped. While it is of future interest to investigate the influence of the ratio of handicapped to nonhandicapped, the small sample sizes precluded such an analysis. There was a total of 12 handicapped children in the integrated classes and the average age was 50.3 months with a standard deviation of 6.2 months.

Criteria checklist. The Criteria Checklist contains 32 items that are weighted according to professionals' judgment of their importance in making placement decisions (for a copy of the instrument, see the Appendix). These weights range between one and six. For the first 27 items, raters must indicate the extent to which a child exhibits a particular skill or behavior. The rating scale is as follows: zero denotes that a child does not exhibit a skill; 1 indicates that a skill is observed infrequently (approximately 20-30 percent of the time); 2 indicates that a child exhibits a behavior occasionally (approximately 40-60 percent of the time); 3 indicates that a behavior is displayed often (approximately 65-80 percent of the time); and 4 indicates that a child consistently exhibits a skill (approximately 85-100 percent of the time). On the last 4 items of the Criteria Checklist, raters indicate the extent to which a child has a skill and the rating scale is the same as that described for the first 27 items. The Criteria Checklist is scored by multiplying the weight associated with each item and the score obtained on that item. The product for each item is then summed to produce a total score. In general, the items are intended to assess the stability of self help, social, language, play, motor, and cognitive skills important in the classroom.

Test administration. The Criteria Checklist was administered in the fall of 1983. Three raters evaluated each child on the instrument at this time. The raters included a teacher, a speech/language pathologist, and an occupational therapist. An exception to this was one toddler class of seven children where the Speech/Language Pathologist also served as the teacher. In this class, only two raters evaluated each child, and consequently, data from

this class were not included in the calculations of interrater reliability. The Criteria Checklist was administered again in the spring of 1984 and, at this time, only one rater evaluated each child on this instrument.

Results and Discussion

The following results should be interpreted with some caution due to the small sample sizes associated with many of the analyses. Unfortunately, this problem generally exists in applied research settings. Secondly, unless otherwise stated, most of the reliability and validity studies are reported for the fall 1983 test administration period. However, similar results were obtained for the spring 1984 test administration period.

Reliability. The interrater reliability on the Criteria Checklist was quite high, alpha = .96, which indicated that the speech/language pathologist, the occupational therapist, and the teachers were in high agreement, on the average, about the total scores on the instrument. Moreover, an analysis of variance showed that there was no difference among raters in the average Criteria Checklist total score, $F(2.64)<1$, $p>.05$, which suggested that, on the average, raters tended to adopt a similar criterion about the extent to which behaviors were exhibited. Thus, one advantage of the Criteria Checklist over many developmental instruments is that it can be reliably administered by teachers, speech/language pathologists, and occupational therapists.

Due to the high interrater reliability coefficient, the average score on the Criteria Checklist was calculated for each item. The total score on the Checklist was then derived by the

method described earlier. An interitem reliability analysis on the average item scores for the fall 1983 administration of the Criteria Checklist was high, alpha = .98, which demonstrated that the instrument was internally consistent, or in other words, the average correlation among items was high. Similarly, the interitem reliability analysis of the spring 1984 Criteria Checklist scores also showed that the items were internally consistent, alpha = .97.

Item analysis. An item analysis was performed to determine whether each item discriminated between children who scored in the lowest and highest 25th percentile on the Criteria Checklist during the fall 1983 test administration period. The children in the lowest 25th percentile had total scores lower than 139 while the children scoring in the highest 25th percentile had total scores higher than 265. A series of ANOVAs revealed that all 32 items significantly differentiated between these two groups, $p < .05$. This finding indicated that each of the 32 items on the Criteria Checklist discriminated well between children who scored in the lowest and highest 25th percentile.

Validity. The Criteria Checklist correlated significantly with three developmental instruments: the Alpern-Boll, the LAP, and the Westby, $r = .86$, $p < .001$; $r = .83$, $p < .001$; and $r = .82$, $p < .001$, respectively. This demonstrated that the Criteria Checklist was measuring some similar skills or developmental content of the other three instruments (i.e., content validity); however, since these correlations were not perfect, the Criteria Checklist clearly assesses something unique to these other instruments.

Summary

To summarize, the Criteria Checklist demonstrated excellent interrater and interitem reliability, and the item analysis showed that each item on the instrument had very good discriminating power. In addition, the high correlations between the Criteria Checklist and three developmental instruments showed that this instrument has high content validity. These findings suggest that the Criteria Checklist may be preferable to some developmental instruments for several reasons. First, the high interrater reliability coefficient found for the instrument this year is a replication of the findings from two previous years and, therefore. can be interpreted as solid support for the conclusion that the instrument can be reliably administered by speech/language therapists, occupational therapists, and teachers. This is an important advantage of the Criteria Checklist since in many preschool settings the teacher must administer developmental instruments, most of which have not demonstrated interrater reliability. Second, since the Criteria Checklist is an observational instrument it can be readministered any number of times without concern about children learning the items rather than their learning the general conceptual skills the items are intended to reflect. Third, the Criteria Checklist may prove to be more sensitive in measuring skills of handicapped children since the stability of a behavior is assessed rather than the presence or absence of a behavior. Finally, while the Criteria Checklist has high content validity which indicates it is measuring skills important in development, the instrument is the only one of which we are aware that assesses skills which are important for the

successful placement of a handicapped child in a less restrictive environment (i.e., integrated classroom setting). Since more importance is being placed on integrating and mainstreaming handicapped children, it is critical to have an instrument for this purpose to be used in conjunction with professionals' judgments.

Albuquerque Special Preschool

Criteria for Integrating/Mainstreaming Handicapped Children

Child's Name_____ C.A. (Express in months)_____

Evaluator_____ Date_____

The Criteria for Integrating/Mainstreaming Handicapped Children contains 32 items. Each statement is scored on a continum from 0 - 4, indicating the extent to which the child has mastered a skill, or the amount of time a skill is exhibited. In addition, each item has been weighted (1 - 6) with 1 being the least important and 6 most important. Their weight factors are indicated on the score sheet. For objectivity, DO NOT USE WEIGHTS (or consult the score sheet) when filling out the Checklist on a child. The specific scoring criteria are explained below.

General Instructions:

1. Place a check in the approriate column for EACH statement. If the child is not given the opportunity to demonstrate the skill or behavior, answer the question to the best of your knowledge of the child's ability.

2. Do NOT look at each statement as an indication of a child's appropriateness for integration. The total score of the checklist will be reviewed. No ONE statement would be used to decide a child's placement.

3. After completing the Checklist, line up the double line on each page with the corresponding dotted line on the score sheet. To score each item, multiply the number in the column you checked on the Checklist by the weight factor for that item which is indicated on the score sheet. (e.g. If you checked "Occasionally" in column 2 for item #6 "Child shares toys," you multiply #2 by the weight factor 3 to obtain a score of 6 for that item.)

Items 1 through 27 should be scored according to how often the particular behavior is observed in the classroom.

0 - Indicates that the child does NOT exhibit this behavior.

1 - Indicates that the child exnibits the behavior infrequently (20-30% of the time).

2 - Indicates that the child exhibits this behavior occasionally (40-60% of the time).

3 - Indicates that the child exhibits this behavior often (65-80% of the time).

4 - Indicates that the child consistently exhibits or has mastered this behavior (85-100% of the time).

.Items 28 through 32 should be scored according to how well a child demonstrates mastery of a particular skill. Check the appropriate column (0 - 4) for each statement, indicating the extent to which the child has mastered the skill.

0 - skill is not observed

1 - child demonstrates some prerequisite skills or an interest in learning the skill

2 - child can perform isolated tasks associated with the skill

3 - child demonstrates skill although skill may not be well coordinated or observed consistently

4 - child has mastered skill

Child's Name _____

Item Number	Skill/Behavior	Measure of how often child exhibits the skill				
		Not at all 0%	Infrequently 20-30%	Occasionally 40-60%	Often 65-80%	Consistently 85-100%
1	Child attends school	0	1	2	3	4
2	Child initiates simple actions at appropriate time during class routine	0	1	2	3	4
3	Child engages in parallel play	0	1	2	3	4
4	Child engages in interactive play	0	1	2	3	4
5	Child understands taking turns	0	1	2	3	4
6	Child shares toys/belongings	0	1	2	3	4
7	Child's communicative behaviors are meaningful and appropriate with a specific intent (not repetitive, random utterances)	0	1	2	3	4
8	Child uses 20 word vocabulary (expressive language)	0	1	2	3	4
9	Child engages in small group games	0	1	2	3	4
10	Other children respond positively to this child	0	1	2	3	4
11	Child can follow simple directions	0	1	2	3	4
12	Child requires little adult attention due to disruptive behavior	0	1	2	3	4

Child's Name_____

Item Number	Skill/Behavior	Measure of how often child exhibits the skill				
		Not at all 0%	Infrequently 20-30%	Occasionally 40-60%	Often 65-80%	Consistently 85-100%
13	Child provides self with sensory input by exhibiting an interest in people, events, and objects rather than focusing on inappropriate self-stimulating behaviors	0	1	2	3	4
14	Child participates actively in large group (attends, listens, or contributes)	0	1	2	3	4
15	Child participates in and focuses on self-selection activities	0	1	2	3	4
16	Child can attend to teacher-directed task in a small group	0	1	2	3	4
17	Child shows an interest in what another child is saying	0	1	2	3	4
18	Child initiates play with other children	0	1	2	3	4
19	Child can retrieve previously learned information consistently	0	1	2	3	4
20	Child seeks adult attention at appropriate times and in appropriate situations	0	1	2	3	4
21	Child uses WH questions to gain information about his or her environment	0	1	2	3	4
22	Child demonstrates reasoning abilities by responding appropriately to WHY, HOW, or WHAT IF questions	0	1	2	3	4
23	Child is able to acquire new skills through imitation, i.e. speech, gross or fine motor movements	0	1	2	3	4

Child's Name _____

Item Number	Skill/Behavior	Not at all 0%	Measure of how often child exhibits the skill: Infrequently 20-30%	Occasionally 40-60%	Often 65-80%	Consistently 85-100%
24	Child displays well-coordinated movement in classroom and outdoors	0	1	2	3	4
25	Child tolerates tactile input well	0	1	2	3	4
26	Child tolerates movement in space well	0	1	2	3	4
27	Child displays a variety of visual/ perceptual skills	0	1	2	3	4
		Not at all 0%	Measure of extent to which child has the skill: Infrequently 20-30%	Occasionally 40-60%	Often 65-80%	Consistently 85-100%
28	Child is toilet trained	0	1	2	3	4
29	Child eats independently	0	1	2	3	4
30	Child engages in pretend play connected sequence	0	1	2	3	4
31	Child dresses independently	0	1	2	3	4
32	Child walks independently with reciprocal arm swing	0	1	2	3	4

1. Based on this child's scores on the Checklist, and other developmental assessments, which classroom placement is most appropriate? Why?

_____

_____

_____

2. What are the parent's desires for this child's placement? Why?

   a. Non-integrated: _____

   b. Integrated: _____

3. Using the following definitions as guidelines, please indicate, by circling the appropriate response, whether the child demonstrates an attention deficit disorder, behavioral disorder, and/or processing disorder. Please indicate the severity of the condition.

   Attention deficit disorder - can be defined as the inability to selectively narrow or focus on the relevant stimuli in a situation. Often manifests in hyperactive behavior. Hyperactivity can roughly be defined as a behavior that influences one's ability to control their own behavior well enough to attend to and complete tasks and activities.

   Behaviorally disordered - Within the educational setting the behaviorally disordered child is one whose behavior may be discordant in his/her relationship with others and whose academic achievement has been impaired due to an inability to learn utilizing the presented teaching techniques. The child's current behavior manifests either an extreme or a persistent failure to adapt and function intellectually, emotionally, and socially at a level commensurate with his/her level and chronological age.

   Processing problems - may involve difficulties processing information as related to the learning abilities of perception, memory, and attention. May manifest as a limited ability to understand verbal information and consequently, a limited ability to follow directions, relate past events, and/or obtain adequate information through question asking.

	Yes	No	Severity				
			Minimal		Moderate		Severe
Attention	1	0	1	2	3	4	5
Behavioral	1	0	1	2	3	4	5
Processing	1	0	1	2	3	4	5

Criteria for Integrating/Mainstreaming Handicapped Children - SCORE SHEET Child's Name: _____

Instructions: After completing the Checklist, line up the double line on each page with the corresponding dotted line on the score sheet. To score each item, multiply the number in the column you checked on the Checklist by the weight factor for that item which is indicated below. (e.g. If you checked "Occasionally" in column 2 for item #6 "Child shares toys," you multiply #2 by the weight factor 3 to obtain a score of 6). Subtotal each column;then add all 3 subtotals to derive the final score.

Item Number	Weight factors Page 2	Item Number	Weight factors Page 3	Item Number	Weight factors Page 4
1	x 3 =	13	x 3 =	24	x 1 =
2	x 5 =	14	x 3 =	25	x 1 =
3	x 4 =	15	x 6 =	26	x 1 =
4	x 2 =	16	x 4	27	x 2 =
5	x 3 =	17	x 4 =		
6	x 3 =	18	x 3 =		
7	x 3 =	19	x 4 =	28	x 3 =
8	x 5 =	20	x 3 =	29	x 3 =
9	x 3 =	21	x 1 =	30	x 6 =
10	x 2 =	22	x 1 =	31	x 2 =
11	x 4 =	23	x 5 =	32	x 1 =
12	x 6 =				Subtotal this column _____

Subtotal this column _____ Subtotal this column _____ Grand Total _____

Guide to Completing the Criteria Checklist

(Criteria for Integrating/Mainstreaming Handicapped Children)

by Debbie Maier, M.S.

Albuquerque Special Preschool

I. Administration and Scoring:

The Criteria for Integrating/Mainstreaming Handicapped Children contains 32 items. Each statement is scored on a continuum from 0 - 4, indicating the extent to which the child has mastered a skill, or the amount of time a skill is exhibited. In addition, each item has been weighted (1-6) with 1 being the least important and 6 most important. These weight factors are indicated on the score sheet. The specific scoring criteria are explained below.

General Instructions:

1. Place a check in the appropriate column for EACH statement. If the child is not given the opportunity to demonstrate the skill or behavior, answer the question to the best of your knowledge of the child's ability.

2. Do NOT look at each statement as an indication of a child's approprjateness for integration. The total score of the checklist will be reviewed. No ONE statement would be used to decide a child's placement.

3. After completing the checklist, line up the double line on each page with the corresponding dotted line on the score sheet. To score each item, multiply the numb in the column you checked on the Checklist by the weight factor for that item which is indicated on the score sheet. (e.g. If you checked "Occasionally" in column 2 for item #6 "Child shares toys," you multiply #2 by the weight factor 3 to obtain a score of 6 for that item.)

Items 1 through 27 should be scored according to how often the particular behavior is observed in the classroom. Refer to the first page of the Checklist for specific criteria. For example, a 3 indicates that the child exhibits the behavior "often" or 65-80% of the time.

Items 28 through 32 should be scored according to how well a child demonstrates mastery of a particular skill. Refer to the first page of the checklist for specific criteria. For example, a 4 indicates that the child has mastered the skill.

II. Item Explanation:

1. Child attends school. Explanation: Answer this question according to the percentage of time the child is physically present in the classroom.

2. Child initiates simple actions at appropriate times during class routine. Explanati Simple actions might include: bringing chair to group, washing hands before snack, cleaning table after snack. Teacher may direct the child verbally but does not need to prompt the child physically. On this item, the variety of actions performed should be considered.

3. Child engages in parallel play. Explanation: The child plays with toys that are similar to those that other children are using. In short, the child plays beside, rather that with, other children.

4. Child engages in interactive play. Explanation: The child plays with other children The child touches an object in common with another child and exchanges objects. The child engages in verbal communication during play with another child.

5. Child understands taking turns. Explanation: Examples of taking turns might include passing toy/object/picture to another child at group time, sitting and waiting during group time until name is called, or responds to "Whose turn is it?".

6. Child shares toys and belongings. Explanation: Examples of sharing behaviors might include: playing with other children without fighting or offering toys, etc. to other children during interactive play. (This would not include a child's merely being passive when a toy is taken away.)

7. Child's communicative behaviors are meaningful and appropriate with a specific intent. Explanation: Child does not engage in repetitive, random utterances. Rather, the child demonstrates communicative behaviors for specific purposes such as requesting, greeting, questioning, commenting, and labeling.

8. Child uses a twenty word vocabulary. Explanation: Child has a repetoire of at least twenty words which he/she uses frequently in the classroom. "Uses" is the key word in this item. Some children may indeed have been observed to utter twenty different words at some time, but may not have a functional vocabulary of twenty words which they use frequently.

9. Child engages in small group games. Explanation: Examples of small group games are: Ring-Around-The-Rosey; London Bridge; Button-Button, Who's Got the Button?; Duck-Duck Goose. On this item, the complexity and variety of games a child is able to participa in should be considered.

10. Other children respond positively to this child. Explanation: Child's actions and demeanor encourage other children to communicate, play, and interact with him or her.

11. Child can follow simple directions. Explanation: Examples of simple directions might include: pointing to objects, food, or persons when requested; carrying out commands such as, "get the ball, go outside, or look at the book."

12. Child requires little adult attention due to disruptive behavior. Explanation: A score of four would indicate that the child almost never needs adult intervention because of behavior. A score of 0 or 1 would indicate that a child is in constant nee of adult intervention due to disruptive behavior.

13. Child provides self with sensory input be exhibiting an interest in people, events, an objects rather than focusing on inappropriate, self-stimulating behaviors. Explanatio This item looks at a child's ability to interact with his/her environment through purposeful play, eye contact with others, active attending to happenings in room, physical or communicative contact with others.

14. Child participates actively in large group. Explanation: Child stays in large group of six to twenty children, and listens well or contributes.

15. Child participates in and focuses on self-selection activities. Explanation: Self-selection is a time in which the child is free to choose from a variety of materials and activities provided in the room. During self-selection a child makes an active choice as to how he/she wants to be involved. This selection of activities or toys differs from when the young child chooses toys on the basis of physical proximity.

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16. Child can attend to a teacher-directed task in a small group. Explanation: Child stays in a teacher-directed task in a small group.

17. Child shows an interest in what another child is saying. Explanation: Child may respond with actions to another child's verbal directions, or a child may respond with a verbal statement indicating he/she understood what another child has said.

18. Child initiates play with other children. Explanation: Child can initiate play by asking another child to join him in play, "Let's play cars." A child can also initiate play by assigning roles or tasks to another child, "You be the mommy, and put the baby in the car." Nonverbally, a child can initiate play by taking a child by the hand and leading him to the play area or by offering a child a toy similiar to his own.

19. Child demonstrates ability to apply new or previously learned information to a variety of situations. Explanation: Child has the ability to take information learned in one setting and apply it to other situations. Examples: Child learns the concept of "big" as applied to balls, and is then able to use "big" to describe a wide variety of objects. Child learns to use to toilet at school and then is able to use it during field trips or in other places.

20. Child seeks adult attention at appropriate times and in appropriate situations. Explanation: Examples of this might include: seeking adult assistance to operate a toy or overcome an obstacle to participation in an activity, i.e. opening a jar of paste or putting on a record. Child also seeks adult attention to have physical, social and emotional needs met in an appropriate manner.

21. Child uses WH quesitons to gain information about his/her environment. Explanation: Child uses the folowing types of WH questions; what, where, who, when, and why.

22. Child demonstrates reasoning abilities by responding appropriately to WHY, HOW, or WHAT IF questions. Explanation: Examples of these types of questions might include; "Why do we wear a hat when its cold outside?, How do you make cookies?, What would happen to the pile of blocks if I took the bottom one away?"

23. Child is able to acquire new skills through imitation, i.e. speech, gross or fine motor movements. Explanation: This item examines a child's ability to see a modeled behavior and immediately imitate that behavior with a reasonable degree of accuracy.

24. Child displays well-coordinated fine and gross motor movement in classroom and outdoors. Explanation: Child is able to maintain balance over a variety of surfaces. The child can utilize playground equipment with minimal supervision. Child also demonstrates control of pencil and other writing implements.

25. Child tolerates tactile input well. Explanation: Child participates in sand or water play, finger painting, etc. and does not avoid physical contact.

26. Child tolerates movement in space well. Explanation: Child enjoys being picked up and moved around by an adult. Child utilizes moving playground equipment such as swings.

27. Child displays a variety of visual/perceptual skills. Explanation: Examples might include putting together puzzles, reproducing drawn shapes and letters, and reproducing block designs.

The next five items (#28-32) should be scored according to how well a child demonstrates mastery of a particular skill. Check the appropriate column (0 - 4) for each statement, indicating the extent to which the child has mastered the skill.

0 - skill is not observed

1 - child demonstrates some prerequisite skills or an interest in learning the skill

2 - child can perform isolated tasks associated with the skill

3 - child demonstrates skill although skill may not be well coordinated or observed consistently

4 - child has mastered skill

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28. Child is toilet trained. Mastery = child initiates all toileting needs and requires no assistance.

29. Child eats independently. Mastery = child has acquired use of utensils and cup with no spilling.

30. Child engages in pretend play in connected sequences. Mastery = child represents play events such as housekeeping or grocery shopping in a series of logical sequences i.e. child mixes cake, bakes it, sets table, and eats cake.

31. Child dresses independently. Mastery = child can take off and put on all articles of clothing and do simple fasteners.

32. Child walks independently. Mastery = child walks in an adult-like manner with reciprocal arm swing, maintaining balance.